

# Title I Update

May 2011



# Agenda

- Allocations and Funding
- Reauthorization Efforts
- SINA/DINA Timelines
  - School Choice/SES/Corrective Action/Restructuring
- On-Line Application Procedures
- Within District Targeting of Funds
- Private School Programs
- Parent Involvement Requirements
- Title I Program Evaluation
- Split/Partial Funded Personnel
- ARRA
- Other topics
- Questions?

# 2010-2011 Allocations

- Projected “level funding” for 2011-2012 school year
- Iowa likely to receive less due to population changes
- US ED will use 2008 Census estimates for calculation
- College and Career Ready Students (Title I) funds arrive as result of 4 funding sources
- Districts are guaranteed 85% of the Basic Grant
- LEA allocations may vary based on estimated poverty rates
- Should have district allocations by end of June
- 2012-2013 funding will be dependent upon re-authorization of ESEA

# Reauthorization & Funding Concerns

Next year (FFY11) has not be officially funded yet. The Federal budget including education has not be approved yet. We have been operating on a Continuing Resolution (CR) that provides short term funding until the budget can be worked out. This includes cuts to some programs including Striving Readers and Even Start.

School Year (FFY12) President wants to freeze domestic spending, but increase education funding. Proposed consolidating federal programs into more general categories.



# **SINA/DINA TIMELINES**

- **School Choice**
- **Supplemental Educational Services**
- **Corrective Action**
- **Restructuring**

# Choice – 1<sup>st</sup> Year SINA

- Upon identification – district must use IDE templates to provide parents with the following information:
- Reason for identification
- Information about what identification means
- Comparison of building achievement to others in District
- Opportunities for parents to become involved in SINA process and student success
- Information about school choice/ transfer options including at least academic achievement levels at choice schools
- Details about actions school is taking to address low performance
- Information regarding SEA/District efforts to assist identified school

# Choice – 1<sup>st</sup> Year SINA


- Title I schools must offer public school choice to their students if the school is:
  - 1. In the first year of school improvement,
  - 2. In the second year of school improvement,
  - 3. In corrective action, or
  - 4. In the planning year for restructuring.

# Choice

## Eligible Students

- *All* students enrolled in the Title I SINA schools are eligible for choice.
- If it is not possible to offer first choice to all students requesting it, priority must be given to the lowest achieving, low income students.
- Schools that can receive students
- Any school offered as a choice option must have higher academic performance than the school of origin and may not be identified for improvement.
- If more than one school is available as a choice option, the LEA must offer more than one choice to eligible students.



- 
- An LEA must provide an explanation of the choice option to all parents of students enrolled in Title I schools that have been identified as having to provide choice. (Assure that they understand what services are offered in receiving schools)
  - This notification must be in a comprehensive, easy-to-understand format, and to the extent practicable, in a language the parents can understand.

At a minimum, this notification must:

- 1. Inform parents that their child is eligible to attend another public school due to the less than adequate performance of their current school;
- 2. Identify each public school, including public charter schools, that the parent can select; and
- 3. Describe the performance and overall quality of those schools.

# Choice

## Length of Time for Choice

- If an eligible student exercises his or her choice option, an LEA must permit the student to remain in the new school until the student has completed the highest grade in the school.
- What if no schools are available?
  - Parents must *still* be notified that their child's school is identified for school improvement and that the child is eligible for choice, but that no choices are currently available.

# **Supplemental Services**

## **Title I Schools – 2<sup>nd</sup> Year SINA**

- Must offer to all low-income students
- Must offer choices from SEA list
- Set aside funds
- Must post providers on District website and number of students eligible to receive service and number of students who participate
- School, parent, and provider work together
- Student Plan

# **Corrective Action Plan**

## **– 3<sup>rd</sup> Year SINA**

- Continue to provide all students enrolled in the school with the option to transfer to another public school served by the LEA
- Continue to provide technical assistance
- Continue to make supplemental educational services available

# Corrective Action

- Decrease management authority at the school level.
- Appoint an outside expert to assist the school
- Extend school year or school day for school.
- Restructure internal organization of the school

# Planning for Restructuring –Year 4 SINA

- Continue to institute all prior actions.  
(choice, SES, corrective actions)
- Begin development of a restructuring plan.

# Restructuring – Year 5 SINA

- Reopen as a public charter school
- Replace school staff who are relevant to problem
- Appoint alternative entity to operate school
- Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in school staffing and governance, to improve student academic achievement



# • Understanding Supplemental Educational Services (SES)

- High quality, research based tutorial programs
- Designed to increase the academic achievement of children
- Parents are given the opportunity to select a service from a list of state approved providers





# Understanding SES

- Transportation is not provided by the district
- Outside the regular school day
- Aligned with district content standards and instruction

# State Role In SES

- Control the provider approval process
- Assist with the monitoring of services and program implementation
- Notify districts of changes/updates with the law

# SES – District Role

- Annually notify parents about the availability of SES
- If requested, assist parents in choosing a provider
- Have fair and equitable procedures for serving students if not all students can be served
- Ensure that eligible students with disabilities and LEP students receive appropriate services
- Enter into agreement (contract) with parent-selected provider
- Assist the SEA in identifying potential providers within the LEA

# SES – District Role

- Protect the privacy of students who are eligible for or receive SES
- Prominently display on District website, in a timely manner to ensure that parent have current information:
  - Number of students eligible for and the number of students who receive SES each year
  - The most current list of approved SES providers
  - Location of SES in the District
- Meet its 20% SES obligation. If less than 20% spent, it must be spent on SES the following year, in addition to the 20% required for that year.

# SES – Provider Role

- Assisting each student to meet specific achievement goals (determined in consultation with LEA, provider, and student's parents)
- Measuring student's progress and regularly informing student's parents and classroom teachers of progress
- Adhering to timetable for improving student's achievement (determined in consultation with LEA, provider, and student's parents)
- Ensuring nondisclosure of the identity of any student eligible for or receiving SES without written permission of student's parents
- Providing SES consistent with applicable health, safety and civil rights laws
- Providing SES that are secular, neutral, and non-ideological

# SES Notifications

- An LEA should work to ensure that parents have comprehensive, easy-to-understand information about SES [Section 1116(e)(2)]. An LEA's notice to parents must:
  - Explain how parents can obtain SES for their child
  - Identify each approved SES provider within the LEA or in its general geographic location, including providers that are accessible through technology, such as distance learning
  - Describe briefly the services, qualifications and evidence of effectiveness for each provider
  - Indicate providers that are able to serve students with disabilities or LEP students
  - Include an explanation of the benefits of receiving SES

# SES Notifications

- An LEA should describe the procedures and timelines that parents must follow to select a provider to serve their child, such as where and when to return a completed application
- Explain how the LEA will notify parents about enrollment dates and start dates
- Whom to contact in the LEA for more information.
- If an LEA anticipates that it will not have sufficient funds to serve all eligible students, it should also include in the notice information on how it will set priorities in order to determine which eligible students receive services.

# SES

- LEAs may be contacted by SES providers wishing to discuss their services for students.
- LEAs should make every attempt to foster a cooperative relationship with SES providers who will be working with students from the identified school.
- Notify families of **ALL** SES providers (names available from the DE website)
- Parents must be notified of their child's eligibility for services at least twice per year. There must be at least two enrollment times per year.
- There are no “preferred” providers

[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=1635&Itemid=244](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1635&Itemid=244)





# **TITLE I ON-LINE APPLICATION**

[www.edinfo.state.ia.us/](http://www.edinfo.state.ia.us/)

Login ID & Password required

# Annual Application

- **Selection of Schools**
- **Project Narratives**
- **General Budget**
- General Carryover Budget
- Statement of Agreement
- Schoolwide Operating Programs
- Within District Targeting of Funds
- **Staff Assignments**

# On-line Application – Other Screens

- Delinquent: Application, Budget, Narrative
- Neglected Narrative
- School Improvement SINA:  
Application, Budget, Assurances
- Migrant Education:  
Application, Budget, Narrative

# Selection of Schools

Bureau of Instructional Services

## TITLE I

### 2009-2010 Selection of Schools

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

[Update](#)

[Netscape Print](#)

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

LOW-INCOME CRITERIA used to identify and rank eligible attendance areas and determine building allocations:

Select one: ☐ Free and Reduced School Lunch


☐ Free Lunch Only

☐ Other(describe):

Resident Children: ☐ Attendance Area ☐ Enrolled

Rank Order: ☐ Low Income Percentage ☐ Grades Span and Percentage

**NOTE: ALL COLUMNS MUST BE COMPLETE BEFORE APPLICATION CAN BE APPROVED!**

RANK ORDER OF ATTENDANCE AREAS <i>List will be reordered after update.</i>				Resident children in Attendance Area(Include public and private school children)								Unduplicated Student Counts(public only) For Targeted Assistance Schools		Grade Levels Served by Title I	
				All Resident Children by Attendance Area				Resident Children from Low-Income Families							
Blg. No.	Name of Attendance Center	Grade Levels Housed	Status(*)	Served with ARRA Funds	Public	Private	Total	Public	Private	Total	Percent	Eligible	Served	Schools	
0427		PK-05	<input type="radio"/>	<input type="checkbox"/>	206		206	49		49	23.8	15	10	K-2	
0405		06-08	<input type="radio"/>	<input type="checkbox"/>	342		342	74		74	21.6				
0418		PK-05	<input type="radio"/>	<input type="checkbox"/>	327		327	59		59	18	35	34	K-2	
0409		PK-05	<input type="radio"/>	<input type="checkbox"/>	134		134	20		20	14.9				
0109		09-12	<input type="radio"/>	<input type="checkbox"/>	506		506	68		68	13.4				
<b>TOTALS</b>					1515	0	1515	270	0	270		50	44		
											<b>Districtwide Percentage</b>				
											Percentage is recalculated upon update.		17.8		

\*Status Code: S = Schoolwide Project T=Targeted Assistance School N = Not Served

1. Estimate the number of homeless children currently residing (enrolled and non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live. (report only homeless children that would be either the same age or in the same grade span as children served in Title I schools)  0
2. If applicable, list the amount of Title I funds that will be set aside to ensure equitable service to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.  0
3. If applicable, please provide a description of the Title I services that will be provided to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.

# Homeless Education

- Information about the number of homeless students is required for the **Selection of Schools** screen.
- Homeless Education information at [http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=422&Itemid=1393#TitleXPartC](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=422&Itemid=1393#TitleXPartC)

# Project Narratives

1. Describe the Title I student selection process in targeted assistance buildings.
2. Outline the Title I services that are provided to students. Reference the use of student data that supports the decisions to offer specific Title I programming.
3. Explain how Title I funds are utilized to supplement district professional development activities designed to improve teaching and learning in reading and mathematics (including as appropriate migrant neglected, delinquent and English Language Learners).
4. Summarize the ways in which Title I services coordinate and integrate with other programs and services (e.g. Even Start, Reading First).
5. Describe the process that is used to annually evaluate the effectiveness of the Title I program including parent involvement plans and activities.

# Project Narratives

5. Describe the process that is used to annually evaluate the effectiveness of the Title I program including parent involvement plans and activities.

The maximum number of characters allowed, including spaces and punctuation, is 1,500.  
The current character count is 418.

6. Supply the date on which information regarding teacher qualifications was provided to parents.

Sample: 3/06/2010

7. The local school district has a parent policy and compact in place for each Title I building.

☒ YES, policy in place; or, ☐ NO, policy not in place

8. The annual copy of the district's parent policy and compact were updated for the current year.

☒ YES, policy updated; or, ☐ NO, policy not updated

# General Budget

Bureau of Instructional Services

## TITLE I

### 2009-2010 General Budget

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

Add Amendment

Netscape Print

The Netscape Print, GO, and EXIT buttons do NOT save changes!

Lookup Budget by Amendment <input type="text" value="Original"/> <input type="button" value="Go"/> View Budget Detail <input type="button" value="Go to Detail"/>	District Certified: 9/30/2009 Consultant Approved: 10/13/2009 Admin. Consultant Approved: 10/16/2009 District Certified As Final: <input type="text" value="Project Budget Completion"/> State Approved As Final:
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#### TITLE I GENERAL BUDGET – PROJECT COMPLETION STATUS FOR THE MOST CURRENT AMENDMENT, AMENDMENT 0 \*

Upon completing the initial certification/approval process, the district can certify the most current amendment* as final:	YES	The most current amendment's* total budget amount:	\$74,493	YTD payments made:	\$37,246
Today's Date:	4/15/2010	Final District Certification occurs on, or after, this date:	4/15/2010	In order to complete the most current amendment*, payments made YTD must be greater than this amount:	\$37,239

#### TITLE I CURRENT GENERAL BUDGET – PROJECT SUMMARY

EXPENDITURE ACCOUNTS (OBJECTS across FUNCTIONS down)	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instruction 1000	\$58,734	\$15,759					\$74,493
Instructional Staff and Support Services 2200							\$0
Administration Support Services 2300							\$0
Operation and Maintenance of Plant 2600							\$0
Student Transportation Services 2700							\$0
School Nutrition Services 3100							\$0
Community Services (Parent) 3300							\$0
Facilities Acquisition and Construction 4000							\$0
	\$58,734	\$15,759					\$74,493
TOTAL GENERAL PROJECT BUDGET (DO NOT EXCEED NEW TITLE I ALLOCATION)							\$74,493

#### NEGLECTED FACILITY INFORMATION

Complete for each neglected facility receiving services under this application. Neglected facility information is not required unless/until neglected expenditures are entered on the detail screen. Please contact your Title I representative, [Richard.Bartosh@iowa.gov](mailto:Richard.Bartosh@iowa.gov), if you need the addition of neglected facilities.

Add Blank Line for Entering New Facility

#### TITLE I LOCAL NEGLECTED EDUCATION PROGRAM EXPENDITURES

Iowa Department of Education – Title I

May 2011



# Within District Targeting of Funds – New Screen

**Title I - Within District Targeting of F...**

## 2010-2011 Within District Targeting of Funds

**ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.**

*First-time users, please note that extensive instructions appear at the end of this form.*

**Update** **Netscape Print**

You must click **UPDATE** to calculate totals and save changes. . .  
the **Netscape Print**, **GO**, and **EXIT** buttons do **NOT** save changes!

ORDER OF ATTENDANCE AREAS RANKED BY LOW INCOME %						NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES			ALLOCATION CALCULATION	
Remove Building	Building No.	Name of Attendance Center	Grade Levels Housed	Status *	%	Public	Private	Total	Per Poverty Child Amount (\$)	Attendance Center Allocation (Total x Amount)
<b>REMOVE</b>	0418		PK-04	T	32.5	52	0	52	\$ 500	\$26,000
<b>DISTRICT TOTALS #</b>								52		<b>\$26,000</b>

\*Status Code: S = Schoolwide Project T=Targeted Assistance School (N = Not Served, will not appear in this list)

**Update** **Netscape Print**

You must click **UPDATE** to calculate totals and save changes. . .  
the **Netscape Print**, **GO**, and **EXIT** buttons do **NOT** save changes!

**All qualified schools have been added**

### CALCULATE AND ENTER SET-ASIDE FUNDS

The section below is useable by all districts with Within District Targeting of Funds in the section above, and **REQUIRED** for districts with at least 1 private school OR 2 or more buildings.

**Calculate and Update/Save**

You must click the **CALCULATE AND UPDATE/SAVE** button to save calculation changes. . .  
the **Update**, **Add**, **Netscape Print**, **GO**, and **EXIT** buttons do **NOT** save changes!

**"General Budget" + "General Carryover Budget" - "Set-Aside" = "New District Total"**

31593 + 0 - 5000 = \$26,593

Done

# Within District Targeting of Funds

- Title I On-Line Application requires documentation for appropriately targeting funds to building
- Districts serving private schools must complete this screen
- Districts with enrollments over 1000 that use Title I funds in more than one building
- REMEMBER – ARRA funds must be added to the regular allocation before calculating the per pupil amount for public and private buildings
- Carryover funds must be included in the determination of the per pupil amount
- Worksheet available on-line

# Staff Assignments

Bureau of Instructional Services

## TITLE I

### 2009-2010 Project Staff Assignments

This form should reflect the amount of staff funded from the combined current allocation and carryover allocation for all budgets.

Update Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

Staff Funded by Combined General Budget and Carryover Indicate Title I Staff, Only, for All Entries						
	REGULAR TERM STAFF				SUMMER TERM STAFF	LOCAL NEGLECTED and/or DELINQUENT STAFF
	PUBLIC		PRIVATE		WHOLE NUMBER	WHOLE NUMBER
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE		
CERTIFIED	2	1.6	0	0	0	0
EDUCATIONAL ASSOCIATES	0	0	0	0	0	0
SUPPORTIVE	0	0	0	0	0	0
TOTAL	2	1.60	0	0.00	0	0
TITLE I Educational Associates						
TITLE I FUNDED BUILDINGS					TOTAL NUMBER	
Total number of all associates, regardless of funding stream, providing instructional services in Title I schoolwide buildings:					SCHOOLWIDE 0	
Total number of Title I funded associates providing instructional services in Title I targeted assistance buildings:					TARGETED ASSISTANCE 0	
EDUCATIONAL LEVEL Please enter the number of associates broken out by level. The sum of the 'Educational Level' numbers should equal the sum of the two 'Funded Buildings' totals above.					NUMBER BY EDUCATIONAL LEVEL	
Community College Associate Degree:					0	
Voluntary Paraeducator Certification:					0	
Two or more years of college:					0	
District determined assessment:					0	

Staff Funded by Combined Migrant Budget and Carryover Indicate Title I Staff, Only, for All Entries						
	REGULAR TERM STAFF			SUMMER TERM STAFF		
	WHOLE NUMBER	FTE	BILINGUAL	WHOLE NUMBER	FTE	BILINGUAL
CERTIFIED	0	0	0	0	0	0
EDUCATIONAL ASSOCIATES	0	0	0	0	0	0
RECRUITERS	0	0	0	0	0	0
SUPPORTIVE	0	0	0	0	0	0
TOTAL	0	0.00	0	0	0.00	0

# Private Schools

- Schedule and hold a “face-to-face” meeting
- Private schools must be made aware of the allocation procedure and the amount of funding available
- Public school must negotiate services with eligible private schools
- Carryover funds must be included in the determination of the per pupil amount
- Private schools may pool their funds for service

# Private Schools

- Even if the private school declines Title I services the WDTF screen must be completed
- Report the date of the “face-to-face” meeting on the on-line application
- Maintain documents for:
  - The “face-to-face” meeting – agenda, notes, emails
  - Declined services – a signed document or email
  - Evaluation of the private school Title I program
- Summary of Services to Private Schools

# Title I Service Delivery Models

Targeted Assistance Programs	Schoolwide Programs
<ul style="list-style-type: none"><li>• <b>Only eligible students are served</b></li><li>• <b>473 Targeted Assistance program buildings in 2010-2011</b></li></ul>	<ul style="list-style-type: none"><li>• <b>All student in the building are considered Title I students</b></li><li>• <b>187 Schoolwide Program buildings in 2010-2011</b></li></ul>

# Targeted Assistance Programs

- Written criteria for entering and exiting the program
  - Pre K – 2
  - Grades 3 and up
  - Clear performance standards
- Grouping Practices
  - Pull out
  - In-class
  - Combination
- Title I teacher responsibilities
  - Working with identified students
  - Parent communication
  - Coordinating with classroom teachers
  - Student records

# Targeted Assistance Programs

- Title I Teacher or Title I Para-educators
  - Operate according to Title I regulations for the percentage of the day paid with Title I funds
  - Maintain “time sheet” for less than full time
- Title I Teacher
  - Title I Reading teachers must maintain a reading endorsement
  - Title I Math no additional endorsement required
  - Combination
- Title I Para-educators
  - Work with identified students
  - Work under direct supervision of a Title I teacher
  - Be “highly qualified”



# Schoolwide Programs

- Allocations remain the same whether a Targeted Assistance or Schoolwide program (SWP) is offered.
- Plan intended to improve the achievement of ALL students
- All students in the building considered Title I students
- The Schoolwide Plan identifies services to be provided
- Resources from a variety of sources can be used to support a schoolwide program

# Schoolwide Programs

- Districts with more than one schoolwide program must submit a plan for each building
- SWP must be specific to each building
- SWP must be updated each year
- Each schoolwide building must have its own SWP Planning/Evaluation team
- New or revised plans must be submitted to the state Title I office by September 15.
- Additional information available

# Decisions about Title I Services

- Each year, each building must analyze its own student achievement data and make decisions about the Title I services
- Title I services should be based on current conditions, not past traditions
  - Are we offering reading services and/or math services? Why?
  - What grade levels will be served? Why?
  - What will qualify a student for Title I services?
- Title I services must operate within the boundaries of Title I legislation. Funding is based on compliance with legislation.

# Non-Title I School

All students receive regular educational program (all meals).



The state required program.



Breakfast



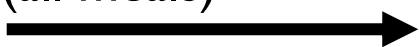
Lunch



Dinner

# Supplement vs. Supplant

Non-Title I students  
receive regular  
educational program  
(all meals)



Breakfast



Lunch



Dinner

Title I Students get  
the regular  
educational program  
(all meals) in  
addition to Title I  
services (a snack)  
**(Supplemental)**



Breakfast



Lunch



Dinner



# Supplement vs. Supplant

Non-Title I students  
receive regular  
educational program  
(all meals)



Breakfast



Lunch



Dinner

Title I Students get  
the regular  
educational program  
(all meals) in  
addition to Title I  
services (a snack)  
**(Supplemental)**



Breakfast



Lunch



Dinner



If Title I was not here, Title I students would still get all meals. Title I is a **supplementary program**.



# Supplanting Instruction

**NOT Allowed**

**Non-Title I students receive regular educational program (all meals)** →



Breakfast



Lunch



Dinner

**Title I students get breakfast and dinner. They get a snack in place of a full lunch.**

→  
**(Supplanting)**



Breakfast



S  
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Dinner

**Title I students would not get what the regular education students receive. This is supplanting and constitutes a misuse of Title I funds.**

# Supplanting Instruction

**NOT Allowed**

**Non-Title I students receive regular educational program (all meals)** →



Breakfast



Lunch



Dinner

**Title I students get breakfast and dinner. They get a snack in place of a full lunch.**

→  
**(Supplanting)**



Breakfast



Dinner

**Title I students would not get what the regular education students receive. This is supplanting and constitutes a misuse of Title I funds.**



# Supplement vs. Supplant

## Presumptions of Supplanting

- Service or supply was funded with other sources in prior year.
- Service is required by another state or federal program.
- Same service or supply provided with other resources to non-Title I students.
- Title I Teacher responsibilities in Targeted Assistance Programs:
  - Team teaching by Title I paid teacher
  - Co-teaching by Title I paid teacher
  - Guided reading by Title I teachers as part of the regular class with both Title I and non-Title I students

# Supplement vs. Supplant

- Under §1120A(b)(1)(A) of Title I, funds must be used only to supplement, not supplant the amount of funds that would, in the absence of the Title I funds, be made available from non-federal programs.
- Title I funds may not be used in a targeted assistance program to provide services otherwise required by law to be made available.
- Title I funds may be used in targeted assistance buildings only for programs that provide service to eligible children identified as having the greatest need for special services.

# Comparability

- Comparability reports ensure that Title I funds are not being used to replace district funds (Supplanting)
- LEAs with two or more buildings of similar grade spans must report on comparability
- LEAs required to submit a report annually
- The official enrollment date (October 1) is used for pupil counts and staff FTEs
- Notifications will be sent from state Title I office
- 63 LEAs were required to report in 2010-2011
- Forms will be sent to districts required to report

# Title I Parent Involvement

- Parents' "Right to Know"
- Title I Parent Involvement Policy
  - Submit to State Title I Office by September 15
- Parent School Compact
  - Submit to State Title I Office by September 15
- Annual Parent Meeting
  - Parents of ***all*** Title I students invited
- Parent Information and Assistance
- Parent Training of Student Academic Success

# Title I Parent Involvement

- Title I Annual Meeting Presentation
- Sample Parent Involvement Policy
- Sample Parent School Compact
- Title I Parent Involvement presentation
- Parent Involvement resources available

# Parent Right to Know

- **Annual notification statement:**

“Parents have the right to know the qualifications of their child’s teacher(s).  
The district will ensure that parents will be notified in writing that their child has been assigned to or will be taught for four or more consecutive weeks by a teacher who is not highly qualified.”

  - Notification may be included in district newsletters, websites, or other communications.
- Parents must be notified if their child is placed in an Limited English Proficient program

# Split Funded/Partial Funded Title I Personnel

- Time sheets or work logs are maintained for ALL staff paid from federal sources.
- Document split funded or partial funded Title I positions on time sheets or work logs

Samples available in the 2011-2012 Title I Manual

# Title I Program Evaluation

- Federal legislation requires that a school operating a Title I program annually evaluate the implementation of, and results achieved by the Title I program.
- The school must revise its plan as necessary based on the results of the evaluation to ensure continuous improvement.



# Title I Program Evaluation

- An annual review of the strategies in the Title I plan to determine if they are contributing to the desired outcomes –
  - Improved student achievement
  - Greater parental involvement
  - More high quality professional development

# Title I Program Evaluation

- Focus on utility, relevance, and practicality
- Remain open to continuous feedback
- Adjust the program based on the feedback
- Determine what information is needed to make decisions
- Be willing to commit to understanding what is really going on

# Title I Program Evaluation

- Information to understand the processes of the program
- Feedback from students, parents, teachers, support staff
- Current program outcomes and expectations
- Perceived program strengths
- Perceived program needs or weaknesses
- Understand, verify, or increase the impact of services for students

# Title I Program Evaluation

- Improve delivery mechanisms to be more efficient and effective
- Identify program strengths and weaknesses to improve the program
- Verify that you are doing what you say/think you are doing
- Program evaluation information available



# ARRA

## American Recovery and Reinvestment Act

# ARRA Funds

- **Funds must be spent by September 30, 2011**
- Use must be consistent with all Title I requirements
- Must include services to private schools
- Supplement vs. Supplant Rules apply to ARRA funding
- Parent involvement – 1% of allocations \$500,000 and greater

# ARRA Waivers

- Excess carryover from General Budget
- Set asides for
  - SINA
  - Professional Development
- Waiver information available

# Paraprofessionals

- Title I ARRA paid – Highly qualified rules apply
- No extensions, must be HQ upon employment
- US ED is monitoring State efforts to confirm
- Primary responsibility falls on SEA
- Targeted Assistance buildings: All Title I funded instructional paraprofessionals must be HQ
- Schoolwide buildings: All instructional paraprofessionals regardless of funding source
- New Schoolwide buildings must have HQ paraprofessionals from the beginning of SWP



# Paraprofessionals – cont.

- Targeted Assistance Programs
  - Paraprofessionals funded through Title I or Title I ARRA must be highly qualified
- Schoolwide Programs
  - ALL instructional paraprofessional must be highly qualified regardless of funding source
- Highly Qualified
  - Completed 2 years of study at institution of higher education or
  - Obtained an associate's (or higher) degree or
  - Obtained Voluntary Certification through BOEE or
  - District determined assessments (Work Keys, COMPASS, etc.)

# Migrant Programs

- Definition: a migrant child is a child whose parent or guardian has moved to a different school district (in-state or out-of-state) within the last 3 years to find employment in agriculture on a seasonal or temporary basis
- Examples:
  - Meat packing
  - Any kind of crop field work
  - Vegetable canning
- Migrant funds supplement, not replace, Title I services and district programs for migrant children
- All districts identifying migrant students must complete a Certificate of Eligibility
- Additional information available

# Neglected and Delinquent

- Local district is fiscal agent for the N/D program
- Agreement between the district and N/D facility
  - Agreement on file at district
  - Copy of agreement sent to state Title I office
  - Agreement reviewed annually
  - Sample agreement available from state office
- Local district responsible for evaluation of N/D program

# Title I Preschools

- No additional funding is provided
- Districts may choose to use all or a portion of their allocation for a Title I Preschool
- Iowa Quality Preschool Program Standards (IQPPS) are recommended for all Iowa Preschool programs.
- Contact Penny Milburn for additional information
  - [penny.milburn@iowa.gov](mailto:penny.milburn@iowa.gov)
  - 515-281-7844

# Record Keeping

- Equipment – label and record
- Comparability – Annual records
- Within District Targeting of Funds worksheets
- Private School meeting and services
- Parent involvement
- Student data, eligibility criteria, etc.
- Notifications: School Choice; Supplemental Education Services; Corrective actions; Restructuring; etc.
- Program evaluations



# IOWA

Department of Education

Leadership, Innovation and Service for IOWA.

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## Title Programs

REAP/Transferability of Federal Program Funds

Transferability Provisions of NCLB Title Programs Allocations

[Title I - Programs and Services to Improve Student Achievement](#)

Title I provides states and local school districts with resources to support the development, extension and maintenance of high-quality educational programs and services to improve student achievement. Programs include the basic Title 1 program, Reading First, Even Start Family Literacy, neglected and delinquent education, and migrant education.

Title II - Resources for Preparing, Training, and Recruiting

Title II provides resources to states and local school districts for preparing, training, and recruiting high quality teachers and administrators. Programs include Teacher and Principal Training and Recruiting, Mathematics and Science Partnerships, and Enhancing Education through Technology.

Title III - English Language Learners

Title III provides resources to states and local school districts to address the educational needs of English language learners.

Title IV - Safe and Drug-free Schools and Communities - 21st Century Community Learning Centers

Title IV provides states and local school districts with resources for safe and drug-free schools and communities, and community learning centers.

Title V - Innovative Programs - Parental Choice



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## Title I

Title I provides states and local school districts with resources to support the development, extension and maintenance of high-quality educational programs and services to improve student achievement. Programs include the basic Title I program, Reading First, Even Start Family Literacy, neglected and delinquent education, and migrant education.

### [Title I - Part A](#)

[Title I - Part B, Subpart 1 - Reading First](#)

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## Title I - Part A

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### ARRA Waivers

The Iowa Department of Education is seeking permission from the US Department of Education to grant additional waivers to Iowa's local school districts. Information about the new waivers as well as previously granted waivers is now available on the Iowa Department of Education website under Title I, Part A. Sample letters for each waiver request are provided there. **Click here for further information and to apply for waivers.**

### ARRA Reporting

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- ▶ [Teacher Licensure](#)

### Resources

- ▶ [A-Z Programs List](#)

# Title I Contact Information

- State Title I Office
  - Grimes State Office Building
  - 400 E. 14<sup>th</sup> Street
  - Des Moines, IA 50319
  - Phone: 515-281-5313
  - FAX: 515-242-6025

## **Website**

- [http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=659&Itemid=1650](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=659&Itemid=1650)



# Title I Contact Information

- Migrant Education
  - Contact: Donna Eggleston
    - (515) 281-3999
    - [donna.eggleston@iowa.gov](mailto:donna.eggleston@iowa.gov)
  
- Title I Schoolwide Programs
  - Contact: Sandy Johnson
    - (515) 281-3965
    - [sandra.johnson@iowa.gov](mailto:sandra.johnson@iowa.gov)

# Title I Contact Information

- Persistently Lowest-Achieving Schools (PLAS)
  - Susan Selby
  - (515) 281-4732
  - [Susan.Selby@iowa.gov](mailto:Susan.Selby@iowa.gov)
- SINA & Statewide Support System for SINA
  - Karla Day
  - (515) 281-7145
  - [Karla.Day@iowa.gov](mailto:Karla.Day@iowa.gov)

# Title I Contact Information

- Neglected and Delinquent Programming
  - Rick Bartosh
  - (515) 281-0368
  - [richard.bartosh@iowa.gov](mailto:richard.bartosh@iowa.gov)
- Supplemental Services/School Choice
  - Donna Eggleston
  - (515) 281-3999
  - [donna.eggleston@iowa.gov](mailto:donna.eggleston@iowa.gov)

# 2011 Title I Update Meetings

Date	Time	AEA	AEA Office in "Location"
May 5	8:30	NWAEA	Sioux City (a.m.)
May 5	1:00	NWAEA	Sioux Center (p.m.)
May 10	9:00	Keystone	Elkader
May 10	9:00	13	Atlantic
May 11	9:00	14	Creston
May 11	9:00	267	Clear Lake
May 11	9:00	Mississippi Bend	Bettendorf
May 12	9:00	267	Cedar Falls
May 13	9:00	267	Marshalltown
May 13	9:00	Grant Wood	Cedar Rapids
May 16	9:00	Heartland	Johnston
May 18	9:00	Great Prairie	Burlington
May 19	9:00	Great Prairie	Ottumwa
May 25	9:00	Prairie Lakes	Pocahontas

